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INNOVATOR

Governors State University community publication

Chicago Tribune article concerns students

by Cindy Kansoer-Schneider

Many students at Governors State University have questioned the accreditation of the degree programs they are enrolled in since the Chicago Tribune's front-page article "Governors State lacked approval to give degree," printed in their May 3, 1999 issue. The Herald News picked up the article off of the Associated Press wireservice and, though restructured, reiterated what the Tribune stated. This reinforced the concerns of the students.

The following is the first of a three-part investigation of what prompted the article that was printed in the Chicago Tribune. The program referred to in both the Tribune, Herald, and this article is the only program in question. The degree programs at Governors State University are accredited and the degrees conferred are valid. Students who have ques-

tions pertaining to the program they are enrolled in should contact their academic advisors.

The program in question pertains to a small group of students (approximately 17) that participated in an off-campus program. In September 1994, a group of laboratory technicians from Cook County Hospital were enrolled in a program to complete a sequence of courses to be offered by the College of Health Professions at an off-campus site. The goal of the students was to sit for the medical technology licensing examination and to qualify themselves for career advancement. If they were to complete a specified curriculum and with the completion of a bachelor's degree (any core of study) they would be eligible to sit for the examination.

The initiation of the program was the result of a re-

quest made by staff at Cook County Hospital on behalf of the technicians. Until 1992, GSU had a Medical Technology program that would have allowed the technicians to pursue certification as medical technologists. The program was eliminated. The university responded to Cook County's request by developing a course of study that was subsequently incorporated into a proposal for a degree in Health Science.

If approval for the Health Science degree was not obtained, the students would not be stopped from sitting for the medical technology licensing exam, but an appropriate alternative degree program would be required to earn a bachelor's degree. There seems to be questions regarding informing the students of the need for an alternative program and an alternative degree conferred.

A committee of three professors from the College of

Arts and Science and one professor from the College of Health Professions worked with a consultant to develop a Health Science degree. The staff at Cook County and the staff of the Center for Extended Learning also participated in the development. In October 1994, the Academic Affairs Committee of the College of Health Professions made its first written review of the proposed program. The students were aware that a proposal had been developed for a Health Science degree, but it is unclear what information was given about the possible outcome and what affect it would have on the degree they would receive upon completion of their program.

The Health Science New and Expanded Program Request (NEPR) was sent to the Board of Trustees without the approval of the collegial committee. The committee had reservations about the Health Sci-

ence degree proposal. When the NEPR was forwarded to the Academic Program Review Committee (APRC) of the Faculty Senate, the collegial curriculum committee had not made a final recommendation. APRC recommended further work at the collegial level before sending it on. The proposal, however, was forwarded to the Board of Trustees who approved it and submitted it to the Illinois Board of Higher Education (IBHE). The IBHE staff informed the university in March 1997 that they would not recommend the Health Science degree to the IBHE for its approval. An alternative program and degree would have to be instituted.

Part of the ensuing problem could be attributed to the students not consulting with their advisors. On the Certificate of Admissions a student receives from the university an

continued on page 3

The UN and me

by Christine Rosania

All I ever really knew about the United Nations was that it was a pretty cool looking building with a whole lot of nifty flags flying out in front. Growing up, I had seen it in Hitchcock's "North By Northwest" with Cary Grant chasing a bunch of spies around, so I knew it must be a pretty important place. I also remember seeing the UN building used as a backdrop for on-the-scene type reporters who wanted to be taken seriously (but not seriously enough to actually go to a war zone) and, intellectually, as the bastion of fairness in which people put their hope when there were wars or starvation in places far away from me.

I am ashamed to say that I didn't know much about the United Nations, who did what to whom, when, how, why, and who paid for everything.

All this sneaked up on me when I made a commitment to attend the National Model United Nations Conference in New York City. At the time I breezily said: "Sure, I'll go." I thought it would be a convention of tiresome talking heads who would debate (in an undoubtedly ethereal and high-minded manner) all the

troubles in the world without coming to any agreement about anything—sort of like real life.

Imagine my surprise when I encountered a decent, principled, dedicated group of students from around the world who believed in the mandate of the UN (they actually knew what it was), and were committed to learning how to make it work—now, in the Millennium years, and into a future none of us can yet imagine. This just might be some of the most important work being done anywhere.

Problem solving and compromise are difficult anytime, but much more so when the lives and welfare of many defenseless people are in jeopardy. I was struck with the number of students who ardently believed that skills they could learn now would save lives and improve the quality of life for people they would never even meet, in a future they could not yet imagine. Their faith, hope, and courage, in a world that I was coming to think of as fairly hopeless, abashed me.

The setup of the National Model United Nations is simple: Ideas of concern to the real UN were presented to groups of young people, who

represented UN member countries, and each group studied for weeks to learn as much as they could about the country whose interests they would defend in open debate with their fellow (nations). Governors State (University) represented the United Arab Emirates, a land-poor but oil-rich country in the Middle East. We delegates read everything we could, searched websites, researched our individual committee assignments, learned a lot about procedural debate and, in short, we did our homework.

And when we got to New York, we were psyched to find that our group sponsor, Professor Larry Levinson, had arranged for us to be briefed by the actual legislative staff of the UAE. We were able to pose questions to people who worked daily at the UN—people doing what we were to do in mock session. An extra-added bonus was that we were invited to the Israeli Legation as well, and engaged in question and answers with their representatives. They showed us figurative snapshots of lives totally different from our own, conveying their concerns, fears, hopes, and dreams.

Add to these experiences the most moving one of all—going into the UN and hearing the Secretary General,

Mr. Kofi Annan, speak. We were gung-ho and ready to save the world. The work was hard, the sessions were long and often frustrating, but the learning experience was absolute and unique. I can't imagine a better way to teach people that world strife can be settled without bombs and starvation if there is willingness to work together. People who were nothing alike searched for and found areas of common good will and earnest spirit. They used these skillfully to (create) documents that helped all and hurt none.

To me, the lessons were never brought home as strongly as when I (representing the UAE) had to argue against the power of huge nations (such as the United States). The small and the weak must have a voice in the world, not because they have oil or strategic locations or cute and popular citizens, but because the basic human questions of right and wrong, fairness, and injustice must be spoken and defended.

The skills and knowledge that are the fruit of this remarkable excursion into the wheeling and dealing of world leaders are extremely valuable whether you decide to enter government or not. Problem-

continued on page 2

The "son" goes down

by Bill Olson

This is the second part of an eight-part series profiling the major candidates for the US Presidential election of 2000.

There is no lack of political offspring seeking the presidency next year. Vice President Al Gore counts himself as one of these "chips off the old capitol." Back in the 1950's, when President Eisenhower was trying to push through legislation to lay the federal interstate highway system, the Veep's daddy, Al Gore Sr., figured prominently in the process. As a U.S. Senator from Tennessee, Gore Sr. helped craft and pass the landmark legislation that revolutionized the American landscape.

Decades later, Al Gore Jr. followed in the steps of his father by representing the state of Tennessee in the U.S. Senate, and also helped facilitate a new kind of highway—the information superhighway. When Gore took credit for his techno-forsight several weeks ago, some politicians, such as the tragically humor-deficient Senate majority leader Trent Lott, ribbed the VP about his

continued on page 2

It's not the quantity, it's the quality

by Cindy Kansoer-Schneider

Much to the community's confusion, we have been trying out different mastheads. People have asked me what the aardvark meant and where did it go. The aardvark didn't mean anything. I happen to like aardvarks; they're cute in an ugly sort of way. It also took up a corner of white space to balance the masthead. It didn't go anywhere, we were still trying out different ideas. The masthead of this issue seems to work best and it will probably remain for a while.

The subtitle of the *Innovator* has been changed from *Governors State University students' publication* to *Governors State University community publication*. There is a very good reason behind this change. There is the misperception that only students can write for or get published in the *Innovator*. Nothing could be more incorrect. While only students can hold staff positions, faculty, civil service, and administration are welcomed to submit to the newspaper.

The *Innovator* is a mode of communication for the entire campus community. A student does not have to be a staff member to write for the publication. We have contributing writers frequently. This issue has an article submitted by a student on the UN, there are political cartoons that we are exceptionally please to receive, three letters were submitted to us, and the Literary supplement has a continuing

saga.

We are creating a new column, *Ask Claude*. Everyone is encouraged to write in with questions they would like answered about GSU and/or the campus. At least two or three questions will be answered in each issue. We will also be starting a feature, *Professor of the month*. We will interview a professor, one from each college, each month as recommended by students. Suggestions can be dropped off in the suggestion box near the Wall of Truth, through campus mail, in the *Innovator* mailbox in the student office on the second floor of 'A' wing, or under the door of the *Innovator* at A2134.

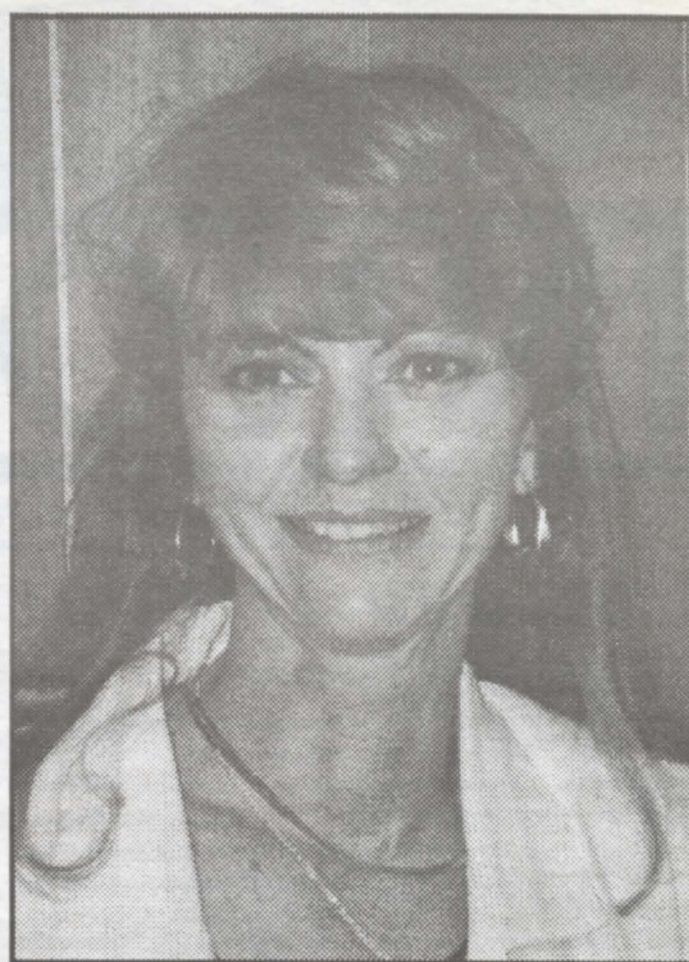
The *Innovator* is not suspending publication for the summer; every two weeks, there will be an issue on the stands. Since GSU has a trimester in full swing at this time, the campus community will have the opportunity to communicate. The staff will also keep everyone updated on what is happening on campus and activities that are planned in Chicago and surrounding areas. **Juneteenth will be celebrated on campus on Friday, June 18th and for the record: graduates, don't forget about the picnic on Saturday, May 22nd.**

I am wondering what people have to say about NATO's 'smart bombs.' A few weeks ago, a missile didn't overshoot its target by 200 yards or even 300 yards. It overshoot the country completely and landed on Bulgaria. The bombs aren't very smart, are

they? How smart is the CIA (that's a contradiction in terms: Central Intelligence Agency). If they're so smart, why are they using archaic maps? Was the bombing of the Chinese Embassy truly a matter of not knowing they were there or does anyone find it unusual that the Embassy was hit at a time when the U.S. and China are at odds with each other over stolen secrets? Perhaps it was a matter of giving them a close-up look at our technology. What do the business majors have to say about the effect this has on the economy?

Looking at domestic affairs, I know that several people have been affected by the tragedy at the Columbine High School. Many schools are stepping up their security protocol. There are also several cases of mimicry throughout the country. What are the thoughts and concerns that the education majors have? The community of that school is devastated. Students in many of the schools in this nation are fearful that the same thing can happen to them. Parents, teachers, and education administrators are also concerned. What are the thoughts of the psychology majors?

The *Innovator* has been asked why we have not investigated the article printed in the Chicago Tribune concerning a program at GSU. Let me assure the community that the staff is investigating the situation. Completion of the investigation will be a fairly long process, thus, we ask for pa-



tience from the community. It is very easy to skew a perspective of a story. I would also go so far as to say sometimes it is very enticing to do so, especially if the story could make the front-page of a paper. Though the article in the Tribune may have quoted facts, the facts might not have been presented in a way that was interpreted by the readers as intended. The article juxtaposed GSU with Syracuse University. Thus, many people believed that it was GSU who was being sued when it was Syracuse who had a case pending. The attorney who was quoted represented the Syracuse students.

The *Innovator* does not wish to hurry the investi-

gation. Facts will be stated plainly and objectively without conjecture on the part of the reporter. We do not subscribe to 'yellow journalism' or sensationalism; this would be against our ethics. Our credibility depends on our honesty. Thus, it is not a case of us ignoring the situation; we are gathering as many facts as possible to give our readership a true picture of what happened.

Submissions will be printed, providing they are not libelous, ethnic slurs, or grossly offensive verbiage. We can expand the numbers of pages if needed, but remember: it is not the number of pages that count, it is the content of the pages that is important.

Son

from front page

statement. Not to be outdone by Gore, Lott jocularly took credit for inventing the paper clip. And perhaps this sort of teasing is indicative of how many serious issues Gore has taken positions on.

It should have been expected that Gore would be tepid with his words and opinions. Obviously, the race is his to lose. Very few incumbent Vice Presidents have failed to be elected president after his boss' term has expired. But his

notoriety as VP has come with a price attached; namely, that he cannot articulate any views contrary to President Clinton's. As things stand, Gore does nothing and he wins the Democratic nomination. There simply is no reason for him to speak to controversial or delicate issues.

The gag order aside, Al Gore has little in the way of his ascension. He has got the name, credentials, money, ideas, and will to win. Look for Gore to take credit for all that is good and to distance himself from Clinton in the coming months.

UN

continued from front page

solving and compromise stretch across all applications, careers, and life choices. The most valuable commodities of all—enthusiasm and willingness—are rarely learned in the living room or even in the classroom. This step out into the real world made all the dif-

ference.

I am different since I went on the UN exploration. If you get a chance to apply for the NMUN, do it. There will be hard work and long hours, but the bonds you make will be important for the rest of your life. I will never forget them.



NATO decides to use its ultimate weapon.

THE STINKBOMB!

Concern from front page advisor is identified. The student is asked to contact that advisor to develop a study plan. The students from Cook County were assigned advisors from the on-campus Health Administration program, but there is no evidence that any of the students contacted their advisors. The advisors did not receive the admissions documents for these students, participate in developing study plans, and did not review the students' applications for graduation. Instead, an advisor at Cook County acted as an advisor for the students, signing their study plans.

The program in which a student will graduate is identified on the top of the study plan. The Cook County students' plans do not identify the degree at the top. The header at the top state "Student Study Plan, College of Health Professions, Governors State University, Degree Completion Sequence for MLT'S." The study plans gave no explanation as to what degree the students would be awarded upon completion of the courses on the plan. Two thirds of the students were registered as students of Health Administration (HLAD) and the remainder of the students were registered in the Board of Governors (BOG) Bachelor of Arts degree program. Both of the classifications of student had identical study plan templates listing 23 required courses. Later, after 4 courses were dropped from the requirements, 19 courses and a total of 49 credit hours resulted. The Health Administration plan requires 60 credit hours. The program did not meet the requirements for a BHA degree. However, the course did meet the requirement for a B.A. in the BOG program.

Four students transferred from the BOG degree program to the Health Administration program in September 1997. A fifth BOG student petitioned the Director of Admissions to reclassify her admission status to Health Administration and her request was honored. The question arises as to why the students transferred out of the BOG program, rather than the other students transferring out of the BHA program. It can be conjectured that an August 1997 BHA graduate who had a waiver of general education requirements prompted the action. The study plans completed when they were BOG program students were identical to the BHA graduate's study plan; the program requirements were the same regardless of classification. It is plausible that the students assumed that the general education requirements would also be waived for them and as health professionals, they would prefer to receive a BHA degree rather than the BOG degree.

Clearly, the students did not understand that additional coursework was needed to receive a BHA degree and the on-site advisor at Cook County approved the Change of Major forms which is indicative that she misunderstood also that the student would receive the BOG degree at the completion of their study plans.

Though the BHA is a degree in the health profession and the BOG is a degree of general study, the degree conferred on the students from Cook County is a legitimate degree. It is the program in which the Cook County students had participated that is in question and not the other degree programs. Again, it is stressed that if anyone has questions about their degree program, they should contact their advisor. Part two of this investigation will appear in the May 31st issue of the *Innovator*.

From The President's Office.....

Dear Student:

You may have seen some of the recent articles in local newspapers reporting on an off-campus program offered by GSU and the findings of a Faculty Senate Task Force which reviewed this program. We wanted to share with you directly information about the status of these activities.

Most importantly, we want to assure you that this particular program involved a small number of students and in no way raises questions about the vast majority of our degree programs—either on campus or off campus. You can be confident that the degree program you are enrolled in is not at risk.

The Board of Governors B.A. degree, which was mentioned in some of the newspaper articles, is a special type of academic program that continues to effectively serve the academic and educational needs of its students. As with all of our academic programs, it has been and continues to be reviewed to ensure that graduates are receiving the highest quality education. We will work with the faculty, as discussed below, to ensure that the BOG program continues to serve student needs while reinforcing its academic underpinnings.

No matter which degree program you are enrolled in, if you have individual questions or concerns about your academic study plan, course selection, whether you have met all the degree requirements for the university and your program, your application for graduation, or other academic matters, we encourage you to meet with your faculty advisor. Your advisor is the best source of information about your academic program.

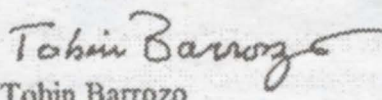
We also want to ensure that students are well-served by GSU in the future. Therefore, the university will be taking steps to guarantee that we are always utilizing appropriate academic procedures and practices. The steps in this oversight—in part in response to the Faculty Senate Task Force recommendations—are outline below.


We will create an Academic Accountability Advisory Group which will review, make recommendations for improving, and oversee the implementation of recommendations in the following areas: the current academic policies and practices regarding new program development, off-campus programming and advising, study plan development, and procedures for approving course substitutions. Training for appropriate personnel will be developed, based on the recommendations of the Advisory Group. We will also enhance the role of the Board of Governors Faculty Advisory Committee, to provide academic advice and oversight to the BOG Director and staff.

- The Academic Accountability Advisory Group will report to the President and be composed on one Dean, one Division Chair, three faculty members, and one student.
- The Student representative to the Academic Accountability Advisory Group will be selected by the Student Senate. We encourage you to contact your Student Senators if you are interested in serving as the student representative.
- The Advisory Group will be convened by May 15.

We believe that by taking these steps we will not only address specific procedures but also strengthen all of the university's programs. We recognize the faith you place in us when you choose GSU for your education, and we want to do everything in our power to ensure that we fully meet your expectations.

Sincerely,


Tobin Barrozo
Provost/
Vice-President for Academic Affairs


Paula Wolff
President

From: The GSU Millennium Committee: Rachel Berg (COE), Burton Collins (COE), Connie Cook (BPA), Donald Culverson (CAS), Ephraim Gil (BPA), Jeffrey de LaForcade (CAS), Larry Levinson (CAS), Mel Muchnik (CAS), Ken Peterson (COE), Joan Porche (CHP) and Bob Press (COE).

Hey, Hey, Hey! It's time to plan our celebration of the Millennium! The THINK TANK is formally open!

Our committee has met and been given a charge. We intend to invite, encourage, inspire, catalyze, facilitate and coordinate the genius and originality we anticipate will ERUPT from you and the unique areas of your purview. No idea is too small or too big for consideration at this stage of the evolution, so please Stand up, or Step up, or Get down... whatever gives impetus to your imagination.

GSU is part of a Chicago Metropolitan Area celebration. Already on the calendar is a conference being hosted by GSU on October 30, 1999, a one-day event whose theme is "Globalization: Its Challenges and Opportunities." Mark your calendar.

We're thinking....people, families, teaching, enjoying, learning, sharing, respecting, acknowledging, accepting, integrating, music, dancing, good foods and fun!

Rattle those brain cells and start developing your ideas. Note the names (above) of the individuals on the committee who are "standing by" to receive your calls, e-mails and memos. Deans, Division Chairs and Program Directors are alerted to "have their "CUE bags" in readiness for incentive distribution, as the calls start "coming in!"

Letters to the editor.....

Professors and Advisors of Early Ed. Dept.

Dear Faculty and Staff,

I am unhappy and so are many others, about the new version of the comprehensive examination that is required of all Early Education majors to take before they graduate. First, the exam is much more time consuming and tedious compared to the old version. I think that is unfair. Secondly, I have not taken one in-class then? The manner in which this test is administered goes against what every education especially early ed professors have taught us here at GSU. What ever happened to the theory about "relaxed alertness?" Why not have a comprehensive exam that is take-home or go back to the old exam in which there was a true "relaxed alertness" or even an exam in which we're allowed to bring in our class notes from each class? I have seen the study questions for this exam. We might as well go back and retake each class. Having us memorize all the information we have learned in all those classes will do nothing for us. In fact, as studies have shown, we will forget most of what we studied

shortly after the exam. Applying what we have learned or continually immersing us in the different subject areas is the only way we will truly have a great command on the material and lessons that have been exposed to us. Having the early education majors take this new type of exam is a hypocritical action. Won't the Early Education Dept. reconsider this decision? I would love to see this issue discussed in the school newspaper because I know there are many of us who read the paper and would like a public explanation about the reasoning behind this "new" comprehensive exam and the manner in which it is given.

A concerned student

*The deadline for the next issue of the Innovator is May 20th.
The Innovator staff is holding space open for those responding to this matter.*

GOVERNORS STATE UNIVERSITY CIVIL SERVICE SENATE is sponsoring a "NIGHT OF BOWLING"



**Contact: Bural Wilkerson, ext. 5487
or Dorothy Sanders, ext. 5157 for tickets.**
\$15.00 - Adults - \$17.00 at the door
\$13.00 - Children under 12 - \$15.00 at the door

Dear Editor,

I'm writing in response to the last comment made about students watching movies for a grade. I agree with Mr. Demjanovich. As an educator on the high school level I would never do that to my students and God forbid on the college level.

A college person is there to learn that is the reason they spend the big bucks. If you wanted to watch a silent movie star then you can go to Blockbuster.

Gloria Kobza

Space is being held for responses from the Media Communications Department. Deadline for copy is May 20th.

Dear Innovator Staff:

I applaud your efforts to keep the student body informed and to share your creative talents. However, I find the large number of misspelled words embarrassing and inexcusable for a college paper. Please learn how to use a spell checker!

Sincerely,

Dr. John Meyer
Professor of Computer Education

Dear Dr. Meyer,

Thank you for your concern; your input is appreciated. We have one question: which issue are you referring to?

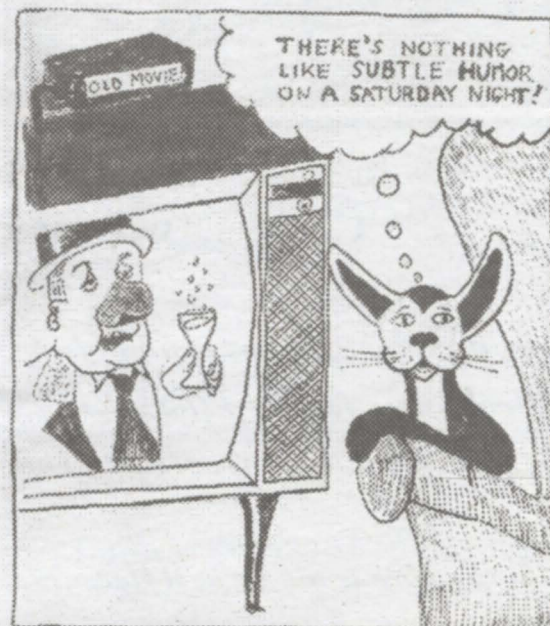
Sincerely,

The Innovator Staff

From The Freedom Forum.....

"At no time is freedom of speech more precious than when a man hits his thumb with a hammer"

Marshall Lamsden,
Writer, 1975



Crossword 101

"Piece of Cake"

By Gerry Frey

ACROSS

- 1 Cake
- 5 Ms. Anthony
- 10 Mute
- 14 Mr. Hersheiser
- 15 Positive pole
- 16 Fencing sword
- 17 Cake
- 19 Army reserve inits
- 20 Utter
- 21 Its ___ to tell a lie
- 22 Cake topping
- 23 Proof readers word
- 24 Old-fashioned
- 26 Dated
- 29 Carry
- 30 Hen fruit
- 33 Word with class
- 34 E-mail need
- 35 German article
- 36 Cross
- 37 Summer mo.
- 38 Combread
- 39 Big coffee pot
- 40 Bird
- 42 Maryland city
- 43 Convention:abbr
- 44 Narrow path
- 45 Forbidden by law
- 46 Upper crust
- 48 Mama __, rock singer
- 49 Go over
- 51 Japanese wine
- 52 Tavern
- 55 Persian Gulf resident
- 56 Morning dessert?
- 59 Mr. Tyson
- 60 Lesion
- 61 Off-Broadway award
- 62 Skin
- 63 Elizabeth to friends
- 64 Curve

DOWN

- 1 Anatomies:slang
- 2 Region
- 3 Flock of quail
- 4 Ms. McGraw



- 5 Talked back
- 6 Inadequate
- 7 Anon
- 8 Bustle
- 9 Mr. Beatty
- 10 Tennis score
- 11 Cake
- 12 Nasty
- 13 Floating ice mountain
- 18 By and by
- 22 News piece
- 23 Building
- 24 Detroit product
- 25 Dined
- 26 Pasta wheat
- 27 Opposite of starboard
- 28 Cake
- 29 Hair piece
- 31 Bottle resident
- 32 Covetousness
- 34 Muskie's State
- 38 Singer Lili
- 40 Slide

- 41 Mr. Cole
- 42 Count
- 45 Cake place
- 47 Tag
- 48 Cake places
- 49 Inclined passage
- 50 Cleveland's lake
- 51 Non-coms
- 52 Mr. Ruth
- 53 Related
- 54 Oboe need
- 56 Chicago player
- 57 Barcelona cheer
- 58 Corn unit

Quotable Quote

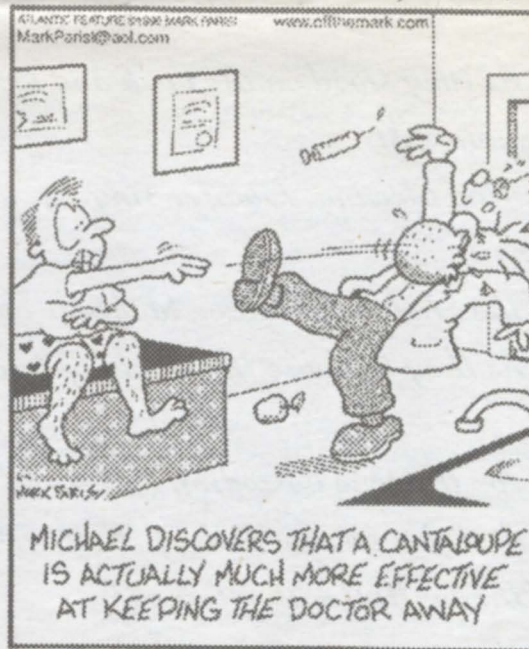
"Luxury may possibly contribute to give bread to the poor; but if there were no luxury, there would be no poor."

... Henry Home

By GFR Associates E-Mail: EDC9432@aol.com
Mail: GFR, P.O. Box 461, Schenectady, NY 12301

off the mark

by Mark Parisi

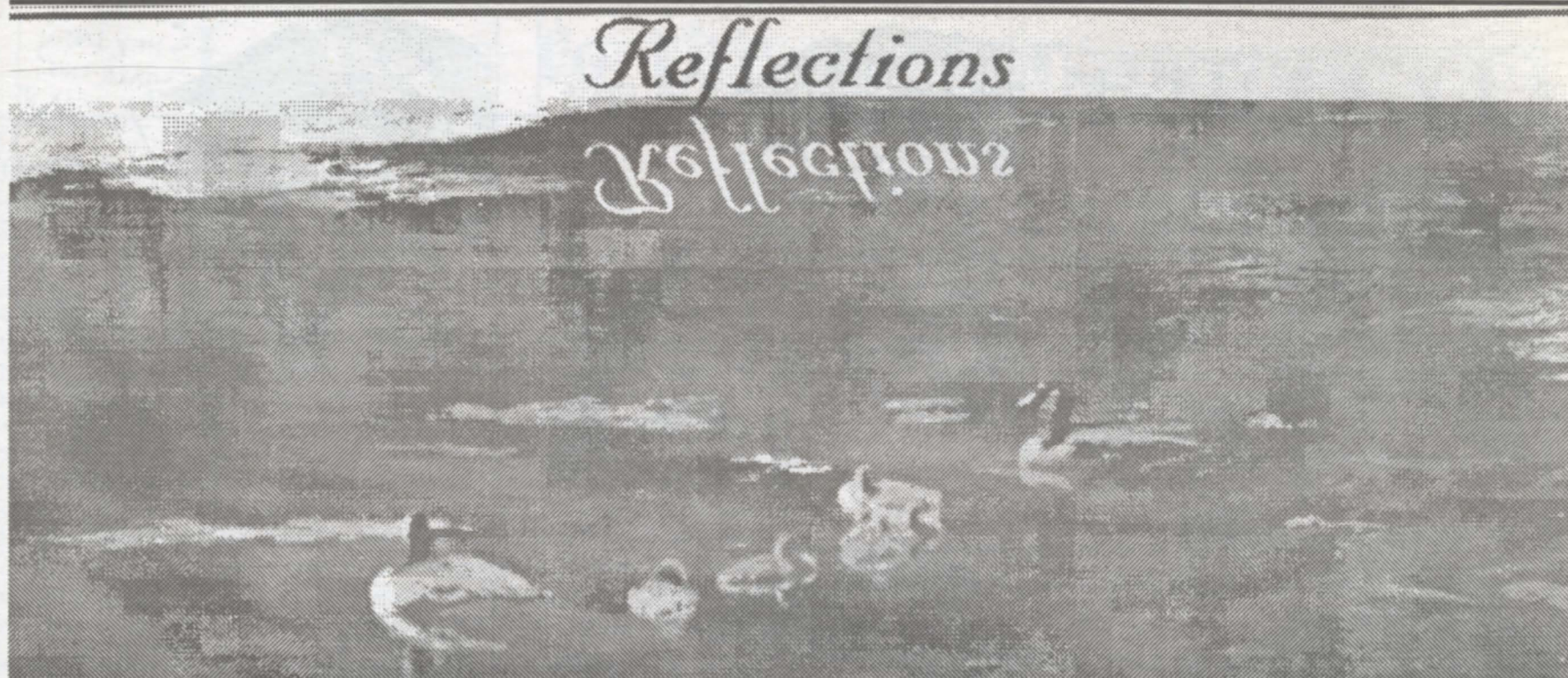


MICHAEL DISCOVERS THAT A CANTALOUPE IS ACTUALLY MUCH MORE EFFECTIVE AT KEEPING THE DOCTOR AWAY

SICK WORLD



"Hey, Relax. I'm just looking for directions."



KAREE AND KABORDON

Chapter Two: Time to Cry

*As this story begins to unfold
 Brave man talk and story told
 You say brave man, only Hell can be so bold.*

*To the ship come we will flee
 With ship we'll cross the sea
 Warriors come find true destiny
 Come follow me.*

*As they stood on the deck and looked at the long ma-
 genta sails*

*Wind blowing, Lucifer singing, as if Hell began to
 wail*

*The Gods would have laughter on this day,
 As they let loose the stones of hail.*

*For the true custodian to the end
 And this be the Gods of Hell,
 The to Hell with a friend
 The sing your wail, and the hail please send.*

*For bones will we bought this day
 And after time in the sun,
 They will turn a silver gray
 Dust the, they will fade away.*

*Across the sea, to fight upon the battlefield
 Death is what was to be revealed
 And blood run thick upon the harden shield.*

*Water run from the face, as to cry
 Family lie dead, no reason why
 Loved one's blood began to dry
 This is when it is time to cry.*

ON THE PAD

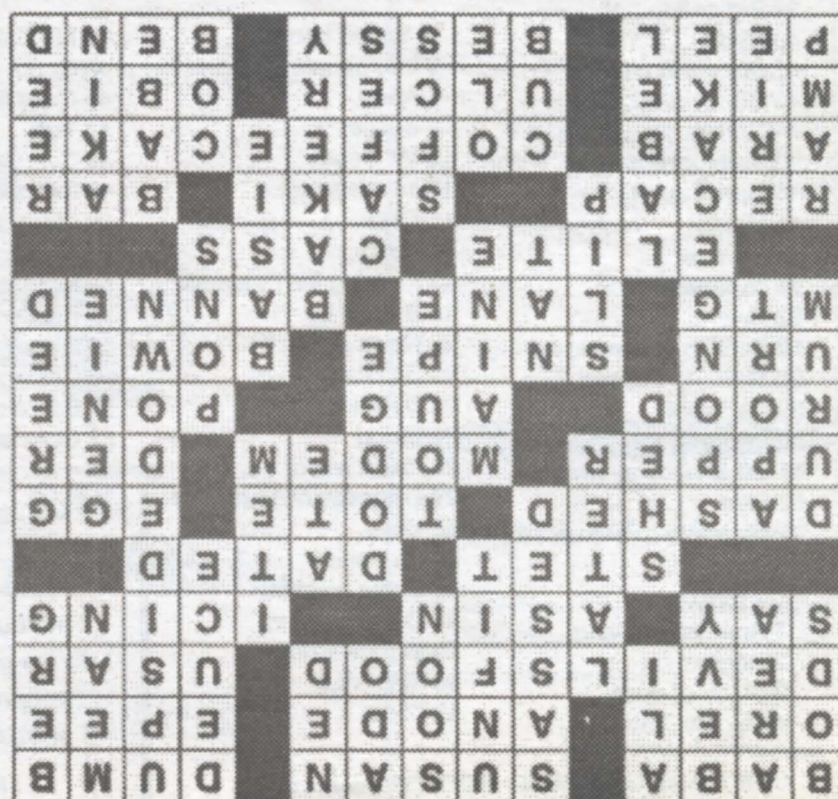
By
 Elena Driscoll

He could be three, or he could be four.
 He's closest to his mother
 By the door
 Who's in a far room with his young sister
 Bribing her to bedtime sleep
 With dinner

He's waiting for skilled woe for his dad
 (Who left for just a minute)
 On his pad
 Stripped bare for the second time tonight
 He discovers a rehearsed routine
 He commands a shattered structure
 He touches a tender touchstone

Placing the plastic coverlet
 A fresh washed sheet on second
 Then blanket
 Smearing away life's cruel creases
 Smoothing out the weathered wrinkles
 He still sees

There before him, always against him
 He strips them off one more time;
 Life by whim.



PIECE OF CAKE

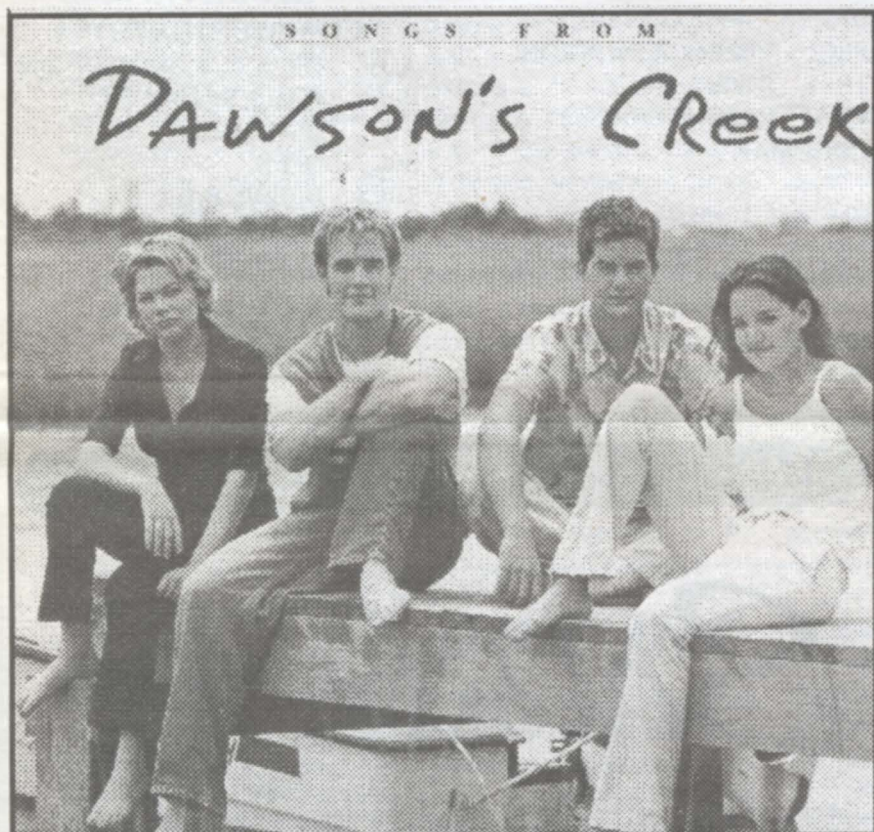
Arts & Entertainment

Encore

The Best of Dawson's Creek

by Karen Piejko

The WB has a mega hit with its leading youth oriented television series, "Dawson's Creek." Sony Music also has a hit on its hands, with a marvelous compilation album featuring all your favorite selections from this popular television series! Naturally, this album would not be complete without the "Dawson's Creek" anthem, "I Don't Want To Wait," which is rendered with



energizing perfection by Paula Cole!

Additional highlights include Shawn Mullins with an invigorating performance of "Shimmer," Curtis Stigers with his charming vocals on "To Be Loved," Jessica Simpson's inspirational interpretation of "Did You Ever Love Somebody" and Sophie B. Hawkins with her poignant rendition of "Feels Like Home."

This exceptional Sony Release, "Songs From Dawson's Creek" complete with full color photographs from the television series, is available at music stores everywhere! If you're a fan of "Dawson's Creek," you'll cherish this album! Get one today!

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